

Unit Planning Guide: Grade 7 Unit 4 of 8

Unit Title: Lets Argue!	Pacing (Duration of Unit):5 weeks (16-20)
Grade: 7	Buffer Day(s):3-5

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- **Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.**
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- **Communicate ideas effectively in writing to suit a particular audience and purpose**
- **Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes**
- **Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts**
- **Develop the habit of reading for enjoyment**

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):
(weeks 16-20)

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

d. Establish and maintain a formal style.

e. Provide a concluding statement or section that follows from and supports the argument presented.

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

WiDA Standards (ELL)

WIDA for English Language Learners
Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting
Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they

<p>L.7.1a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p>	<p>will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.</p> <p>To be completed in collaboration with the ELL Department</p> <p>To be completed in collaboration with the ELL Department</p>
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Meaning (*Mostly assessed through Performance Tasks/Assessments)

<p>Big Ideas:</p> <ul style="list-style-type: none"> • Not everything you are told is true! • Don't believe everything you read • Not all opinions are created equal <p>Academic vocabulary</p> <p>Statistics</p> <p>Appeals to emotion</p> <p>Appeals to reason</p> <p>Expert opinions</p> <p>Salient point</p>	<p>Essential Questions:</p> <p>How can I affect others' opinions?</p> <p>What strategies can help me defend my opinions effectively?</p> <p>How do we evaluate the strength of an argument?</p>
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Acquisition (*Mostly assessed through traditional summative assessments)

Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

Students will know ...

- What relevant evidence is
- What clear reasons are
- What a phrase is
- What a clause is
- The function of phrases and clauses in general and in a specific sentence
- What cohesion is
- What formal style is
- That a concluding statement follows from and supports the argument
- That good arguments include
 - -Appeals to emotion
 - -Appeals to reason
 - -Expert opinions
 - -Statistics

Skills: The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)

Students will be skilled at:

- Writing arguments with clear reasons and relevant evidence that support their claims.
- Using words, phrases and clauses to create cohesion
- Using words, phrases and clauses to clarify relationships among claims, reasons, and evidence
- Establishing and maintaining a formal style
- Providing a concluding statement or section
- Including multimedia components and visual displays in presentations that clarify claims and findings and emphasize salient points
- Demonstrating command of the conventions of standard English grammar and usage
- Tracing the argument and specific claims in a text
- Assessing whether the reasoning in an argument is sound
- Assessing whether the evidence is relevant and sufficient to support the claim